**Highsted Knowledge Organiser**
**Subject: English**
**Year 9 Term 1: Crime and Punishment**

**What I need to know**

- The conventions of crime fiction
- Portrayals of key characters in crime fiction and their cultural significance
- How language/form and structure can be used to present ideas and achieve purpose
- How to write a successful piece of crime
- How to plan and structure a narrative in the style of crime fiction
- How to use a range of literary devices to make your writing more engaging

**Key vocabulary**

- Narrative perspective
- Exposition
- Conflict
- Climax
- Rising and falling action
- Resolution
- Characterisation
- Tension
- Setting
- Tone
- Imagery
- Symbolism
- Allusion
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**Student reference point**

- Study a range of crime stories to gain an understanding of the general conventions
- Explore the reasons as to why some fictional characters play a prominent role in popular culture
- Draw inspiration from popular writers to create and portray your own fictional characters
- Work through planning and redrafting processes to develop a successful piece of creative writing
- Read and respond critically to others' creative writing
- Understand and employ a range of different literary devices to make my writing more engaging

**Challenge questions**

- Read a fictional crime story you haven't yet read in class: how has the writer adhered to or deviated from the conventions of crime fiction?
- Watch television or film adaptation of a popular crime fiction story: to what extent have the producers been faithful to the original text?

**Suggested reading**

**Fiction**
Enola Holmes – Nancy Springer
The 57 Bus – Dashka Slater
The Adventures of Sherlock Holmes – Sir Arthur Conan Doyle
Murder Most Unladylike Series – Robin Stevens
Ruby Redfort Series – Lauren Child
The Curious Incident of the Dog in the Night-time – Mark Haddon
Fallen Grace – Mary Hooper

**Non Fiction**
Crime and Punishment Through Time – A Wilkes
Victorian Crime – Fiona MacDonald

**Highsted Knowledge Organiser**
**Subject: English**
**Year 9 Term 2: Conflict Poetry**

**What I need to know**

- The conventions of different forms of poetry
- The content of the AQA 'Power and Conflict' poetry anthology
- How language/form and structure can be used to present ideas and achieve a poet's purpose
- How to approach unseen poetry
- How to plan and structure an analytical essay on poetry
- How to evaluate different poetic devices and their impact on the effectiveness of a poem

**Key vocabulary**

- Form
- Sonnet
- Dramatic Monologue
- Figurative Language
- Imagery (Visual, auditory, gustatory, olfactory, tactile)
- Anaphora
- Caesura
- Iambic Pentameter
- Meter
- Regular/ irregular rhyme schemes

**Student reference point**

- Study a range of 'Power and Conflict' poems to gain an understanding of a range of poetic conventions
- Ensure my annotations are thorough and developed on the poems I have been given
- Plan thorough analytical responses to the poems I have studied
- Write cohesive analytical essays in response to the poems I have studied
- Read and respond critically to others' work
- Understand peer- and teacher-feedback and respond appropriately by making improvements to my work

**Challenge questions**

- Select two poems from the 'Power and Conflict' collection. Write two paragraphs comparing the different or similar attitudes to conflict they express.
- Read *The Shield of Achilles* by W.H. Auden. Look up and define any words you are not familiar with. How does Auden present war in this poem?

**Suggested reading**

1 In Flanders Field by John McCrae

2 Joining the Colours by Katharine Tynan

3 Easter, 1916 by William Butler Yeats

4 August, 1914 by Vera Mary Brittain

5 The Shield of Achilles by W.H. Auden

6 The Bombardment by Amy Lowell

7 The Charge of the Light Brigade by Lord Alfred Tennyson

8 Dreamers by Siegfried Sassoon

9 Break of Day in the Trenches by Isaac Rosenberg

10 MCMXIV by Philip Larkin